

Name: _____

Section: _____

Assessment Plan/Reflection

Goal for the session: Gain some knowledge about Steven's ability to organize **Are you really looking at his organization?** and express ideas through writing. **It seems as the goal is to gain knowledge about Steven's experiences as a writer and how he feels about those experiences.**

Date: February 9, 2009

Assessment Activities

Approximate time

The first thing I am going to do is ask Steven how he feels about writing. **You might want to leave more time to have an authentic discussion about his thoughts/feelings on writing and when he writes.** Perhaps if you start with where and when he writes, etc. This will give you some notion of how he feels about writing. **Think about course readings and how this might position him- does this feel "test-like" like there is a correct answer?**

2-3 minutes

I will ask him about recent topics he has written about in school. **This positions him as only a writer in school. You might want to think about asking him about just things he has written about- when does he write? Why does he write? Do you need to tell him today is about writing?** Then I will tell him that during today's session we will be focusing on writing.

Even if he says he is not comfortable with writing, **This seems to assume that he is not comfortable with writing. How might you approach this lesson from his strengths and likes? How might this be a conversation about when he was proud of himself?** I will ask him to do his best by writing a couple sentences about a time he felt really proud of himself and then illustrating it. I decided to incorporate Art into the session because Steven's favorite subject in school is Art. I will give him some blank lined paper, a pencil, a piece of white paper and markers/crayons/colored pencils to accomplish his task. **Why the 2 pieces of paper? Think about your course readings and how student's write- enabling constraints, etc. Why the proud moment? What is your purpose in choosing the topic for him to write about?**

10-15 minutes

After he is done, I will have Steven read me the finished product and explain his illustration. **If you converse before and during the activity- these are things you can learn without an explicit "time" to do them.**

2-3 minutes

Once we are all done with that, I will have Steven pick out a book **You might want to think of your time here as you rethink your main lesson. Might this be only if time? How long might it take to engage in meaningful conversation about writing and his proud moments.**

5-10 minutes

to read to me from the selection I bring with me. The books he will have to choose from are a Goosebumps book, a book about Soccer or a graphic novel. I chose my book selections based on what his interests are.

Name: _____

Section: _____

Closure: My closure will be having Steven read to me from a book of his choice out of the selection I bring with me.

Possible Problems: Since I do not know anything about Steven's writing capabilities there is a possibility that he may not know what proud moment to write about or he may not want to write about that topic. If this happens I could help him brainstorm some ideas and ask questions to inspire some thoughts such as, "Did you ever receive a reward you were proud of?" or "Did you ever win a really challenging soccer match that was important and made you proud?" If these suggestions do not help him begin writing I could suggest other writing prompts such as writing about his family or a close friend instead.

Materials:

- blank lined paper
- white paper
- markers/crayons/colored pencils
- pencil with eraser
- *The Haunted Mask* by R. L. Stine, *Corner Kick* by Bill Swan and *Knights of the Lunch Table* by Frank Cammuso

Reflection: Write about how your implementation did and/or didn't meet your expectations. What went well? What didn't? Why? What might you do differently next time? What did you learn about your student, both as a reader/writer, and as a human being?

Name: _____

Section: _____

--

SAMPLE